DOCUMENT RESUME

ED 220 419 SP 020 485

TITLE	Project MET. A Trainer's Guide. Management for Effective Teaching, A Title IV-C Project.
INSTITUTION	Fairfax County Public Schools, VA. Dept. of Instructional Services.
SPONS AGENCY	Virginia State Dept. of Education, Richmond. Office of Pilot Studies and Title IV-C Project.
PUB DATE	82
NOTE	22p.; For related documents, see SP 020 474-491.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Classroom Techniques; County School Districts; Elementary Education; *Inservice Teacher Education; *Instructional Materials; *Long Range Planning; Pilot Projects; Resource Units; Teacher Workshops
IDENTIFIERS	*Project MET

ABSTRACT

This guide provides trainers with a format and process for conducting inservice education programs for elementary school teachers on the use of the Management for Effective Teaching (MET) support kit. Project MET is a program developed to aid teachers in the Fairfax County (Virginia) public schools in implementing the school district curriculum, Program of Studies. This guide presents instructions on utilizing each section and selected components of the MET support kit, including: (1) general directions and introduction to the MET management support kit; (2) how to use the MET management support kit; (3) planning for teaching; (4) recordkeeping for POS testing; (5) teacher/principal resources; and (6) management note cards. (JD)

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PROJECT MET

A TRAINER'S GUIDE

Fairfax County Public Schools
Department of Instructional Services
Office of Elementary Education
1982

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SECTION I

INTRODUCTION

A. Background

Project MET, Management for Effective Teaching, is a federally funded developmental project which will be piloted by 400 elementary teachers in Fairfax County Public Schools during the school year 1982-83. The MET Management Support Kit contains field test resource materials designed to assist teachers in the effective utilization of time and space, and in organizing and planning for instruction.

The MET kit offers teachers an opportunity to explore the extent to which the instructional program may be strengthened and student achievement improved when applying management skills to teaching.

B. Purpose of the Training Guide

This guide is provided to facilitate trainers with a format and process to conduct inservice education programs for the MET Management Support Kit. The guide follows the same procedures used in the workshop for trainers.

C. Using the Guide

Prior to using the kit, each classroom teacher should have access to the training program. The Trainers' Guide gives step-by-step instructions for training teachers to use each section and selected components. It includes examples to demonstrate how to use the different products. By following the directions given, each trainer can provide a successful workshop to ensure effective utilization of the Management Support Kit.

A cassette tape recording is included in the kit to assist with training procedures. The tape, Using The MET Kit is an orientation to project MET and provides a "guided tour" through the kit.

D. Suggestions for Trainers

Trainers may wish to consider a three-prong training approach. First, provide a late spring (prior to the end of the school year) orientation to the MET Management Support Kit for prospective users. This orientation may include a presentation of the kit using the "guided tour" provided on the cassette tape recording. This would be an opportunity for teachers to "walk through the kit" and become familiar with its contents. This process would take approximately 15-25 minutes.

Second, principal/trainers may permit teachers who will use the kit in the fall to take the kits home during the summer. Many of the models and procedures contained in the kit are geared toward pre-planning, organizing ideas, and early consideration of instructional decisions. Teachers would have the benefit of considering these ideas prior to implementation.

The third level of training would consist of the fully developed inservice session outlined in this guide. Trainers would conduct this inservice program in the fall, prior to the opening of school. One and one-half to two hours should be allowed to conduct this workshop. Central and area staff level personnel are knowledgeable about the kit and may assist with training on a need basis.

SECTION II

PROJECT MET STAFF AND TRAINERS

The Project MET Core and Ancillary staffs and FCPS trainers are presented in this section.

Fairfax County Public School teachers, principals, and educational resource personnel divisionwide combined efforts to create the MET Management Support Kit. This product is the result of cooperation between departments, and the administrative area offices. The Department of Instructional Services greatly appreciate the cooperation of the many talented educators and support services offices who contributed.

Special acknowledgement is given to the Office of Resource Development, the Office of Research and Evaluation, Office of Financial Services, Office of Reprographics in Automated Services, Media Services, the Office of Human Relations, the county print shop and the Instructional Materials Processing Center. The investment of time, staff, and interest from these offices have made it possible for teachers to have the MET Kit for school year 1982-83.

A. Project MET Staff 1981-82

Core Staff (DIS)

Patricia Moore Harbour, Director
Marillyn K. Odum, Resource Teacher
Jeannette Nichols, Resource Teacher
Mary P. deButts, Consultant

Ancillary Staff

Department of Instructional Services

Gerard John Berry, Resource Teacher, Computer Science
Catherine Peterson, Resource Teacher, Elementary Mathematics Manipulatives
Joyce Lowry, Resource Teacher, Elementary Mathematics Manipulatives
O. Stuart Chaplain, Curriculum Specialist, Elementary Social Studies
Mary Harley Jones, Curriculum Specialist, Secondary Mathematics
Mary Stine, Curriculum Specialist, Elementary Mathematics
W. Frank Taylor, Jr., Curriculum Specialist, Secondary Social Studies
Jay Weisman, Resource Teacher, Critical Thinking/Problem Solving

Office of Research and Evaluation

Mary Ellen Farmer
Mary Ann Chung

Office of Human Relations

Shirley McCoy
Carolyn Bradley

B. MET Trainers 1982-83

The following list by area and location of the educational personnel that are trainers for the MET Management Support Kit.

Area I

Area Rep	Principal	Teacher	School
Sandy Dallas	Freda Skirvin	Della DeYoung	Bucknell
Alan Leis	George F. Towery	Marjorie Fultz	Cameron
Becky Pearson	Gioia C. Forman	Lynda McAllister	Clermont
	Dr. Robert Sisson	Susan Dunn	Crestwood
	Blanche DeLaine	Margaret Huggin	Hybla Valley
	Marcia Sweedler	Carolyn Brown	Virginia Hills/
		Nancy Williams	Rose Hill

Area II

Tom Ward	Marilyn Fawley	Renee Heier	Bailey's
Miles Higgison	Lynwood T. Oakes	Joyce Edwards	Belvedere
Margaret Keel	S. Yvonne McCall	Patricia McIntosh	Glen Forest
	Regenia Dalton	Diane Speer	Mantua
	Emily M. Williams	Sue Kraft	Parklawn
	Dr. Patricia A. Sisson	Sandy McCannell	Shrevewood
	Ercell H. Binns	Suzanne Sheafer	Sleepy Hollow

Area III

Barbara Schudel	Paul Romig	Leah Davis	Dogwood
Patsy Costollo	Linda Clark	Pam Dicks	Flint Hill
Don Humbertson	Jane DeTienne	Frances Brown	Freedom Hill
	Dr. Cosimo Renzi	Ann O'Hara	Spring Hill
	Anne Merchant Monaghan	Phyllis Cofield	Vienna
	Ronald Carpenter	Nancy Palmer	Westbriar
	Frank Mehm	Fran Jones	Westgate/Pimmit Hills
	Cabell Lloyd	Polly Shadyac	Wolftrap

Area IV

Jan Mulvaney	Don Rapier	Marge Bradley	Brookfield
Otha Davis	Dr. Richard Lavine	Sue Childress	Greenbriar East
Sammie Campbell	Robert F. Clark	Angelique Calloway	Rolling Valley
	Mary G. Roots	Sue Duka	Wood
	Prentice Christian (Asst)	Sally Riddick	White Oaks

Human Relations Office:	Shirley McCoy, Carolyn Bradley
Professional Library:	Betty Chilton
ORE	Mary Anne Chung, Sue Wilkins
Media Services:	Ted Gates, Robert Boughton, Suzanne Gore
Private Schools:	
Arlington County Catholic:	Sister Doloretta Maria
Browne Academy:	Leah Brixey

SECTION III

TRAINING PROCEDURES

This section provides detailed instructions for conducting training for the MET Management Support Kit.

A. General Directions and Introduction to the MET Management Support Kit

1. General Directions

Step 1: Invite participants to remove the top from the Management Support Kit and note each section on the left and the right are organized and distinguished by different colors.

Step 2: In order to keep materials organized and facilitate handling each section ask participants to pull up individual divider cards, by color, and specific folders when these sections are discussed. It is recommended that you leave the divider cards or folders up in the kit while that item is discussed and wait to be instructed to return the materials to the folder and back into the kit.

2. Introduction to the MET Kit

Step 1: Review briefly the contents of the kit. By color, identify each section of the kit asking each participant to pull the divider cards up as you go. Begin on the left side and "walk through." Blank folders and Management Cards are included at the back of each color section on both sides of the kit. Inform participants these are included for them to add to the kit their ideas and other items they wish to organize and maintain for greater accessibility.

Begin the review of the contents of the kit:

- Lugo Grey - Introduction Card - Pull this card out of the kit. This is an over-view of the history and purposes of Project MET and the Management Support Kit. Turn the card over to see a diagram of how the kit is organized. Participants may wish to keep this card out as they walk through the kit.

- Valencia Red - POS Management Tools - Pull the divider card up. This section includes resource documents to assist teachers manage the curriculum, Program of Studies and other instructional resources. RETURN THIS CARD TO KIT.

- Biscay Green - Planning for Teaching - Pull this card up. Models to prepare for and implement planning are included in this section. The Plan Book, revised according to recommendations by FCPS teachers, also, is included. RETURN CARD TO KIT.

- Malaga Purple - Record Keeping for POS Testing - Pull this card up. This section provides resource materials to facilitate quick identification of student skill needs; maintain records of testing and mastery levels attained by students; and to determine student groups for diagnosis, teaching, and re-testing. RETURN CARD TO KIT.

- Navarre Blue - Teacher/Principal Resources
  The Teacher/Principal Resources include materials for classroom use; suggested Communications to Parents and a bibliography of resources for effective management strategies.

- Turn to the right hand side of the kit. This side of the kit features practical suggestions and ideas for managing, planning, record keeping, and teaching. Pull the first card of each color section.

  (1) Valencia Red - Management ideas;

  (2) Biscay Green - Planning ideas;

  (3) Malaga Purple - Record Keeping ideas;

  (4) Navarre Blue - Activity ideas for teaching.

  This side matches the left side of the kit. RETURN CARDS TO KIT.

- The audio cassette, Using the MET Kit, is an orientation and guided tour of the kit. It may be used individually or in a group to familiarize teachers with the kit. The tape begins with the Superintendent, who provides an enthusiastic orientation to Project MET and the kit. This is followed by a discussion of the contents of the kit.

Step 2: Inform participants of the following:

The MET Management Support Kit is not all inclusive. It is simply a beginning - a means toward:

- developing a system to manage the instructional program.

- assisting teachers manage their time more effectively to create more instructional time and thereby, increase student achievement.

The MET Kit is a support system, not a new program. It intends to streamline the teachers efforts and not increase the workload.

Optional Step: Instead of the above walkthough, the trainer may use the tape to orient the participants to the project and the Management Support Kit.

B. How to Use the MET Management Support Kit

General Directions to Participants:

The products contained in the management support kit will be discussed by section. Each color section will be presented separately. Selected methods for using the products and models, will be demonstrated.

To keep materials from getting mixed up, raise the folder or card being discussed and pull out the contents while leaving the folder standing up in the kit. Return the contents and folder as directed.

1. POS Management Tools

Emphasis: An Instructional Coding System is a process to assist teachers manage the Program of Studies (FCPS - Curriculum). The system permits teachers to locate selected teaching and diagnostic resources for instructional purposes.

Step 1: Pull up the folder labeled Instructional Coding System for Math POS and remove the contents leaving the folder raised in place (demonstrate)

- This booklet contains an instructional coding system for the recently revised Mathematics Program of Studies. Turn to the preface, page i. Read the note at the asterisk. This is a field-test version of the Mathematics POS. An inservice training program independent of the MET workshop is planned for Fall 1982. This field-test version of the Mathematics Program of Studies will be finalized after FCPS teachers have used it and given their comments and recommendations to the Department of Instructional Services personnel.

Turn to page ii.

- Each objective in the Math POS has been assigned an alpha-numeric code; look at the example in the middle of the page.
- M stands for Math. (If a coding system were designed for Reading, the first symbol might be R; or S for science.)
- The first numeric symbol stands for the grade. 3 = 3rd grade.
- The next alpha symbols are an abbreviation for the strand NU - Numeration. (Look on page iii - the abbreviation for each strand is listed.) Find the abbreviation for money. What is it? (MY) Turn back to p. ii.
- The next symbols are numerals and identify the objective number - 01 - the first objective.

- The last letter is the skill for that objective.

Turn to page 16, grade 3 skills begin here. Locate the sample code M3 NU 01.A.

What is the strand? The objective? What is the skill?

- The strand is Numeration.
- The objective is whole numbers - 01.
- The skill is A. (Read the skill.)

- Notice other skills under the same objective are distinguished by a different alphabet at the end of the code (B, C, D, and E). These are different skills to be mastered under the same objective number 1, whole numbers.

Step 2: To demonstrate how to use the instructional coding system, pull the folder labeled Math Correlation Charts; remove the contents - keep both folders up in the kit.

- The Correlation Chart for Mathematics on page 2 includes directions you may use to review later.
- Turn to page 3: Beginning at the left side, the Correlation Chart includes the Math instructional code; the Math POS objective (revised edition); the adopted textbooks, and page numbers.
- Leave the math correlation chart open and pick up the instructional coding system booklet - turn to page 4 - locate code - MK MY 01.A. What does the code stand for? (Math; Kindergarten level; strand, Money; objective number 01; and skill A.)

  Read the objective.
- You have identified the skill to teach a group of students who need this skill. Now, you want to know what textbook to use to teach the skill.
- Return to the correlation chart on page 7 - find code MK MY 01.A. Which FCPS textbooks have pages to teach this skill? Name them and cite the page numbers.
- Look at the single sheet, Instructional Coding System: Supplementary Materials for Math POS (hold up the sheet). You may wish to use the assigned math code to locate and identify teacher made materials or Section F materials that teach specific math skills. This information may be written in the resources/notes section in the correlations booklet or maintained on this black line master.

This would be the next step toward developing a comprehensive instructional coding system. Return the ICS form and the math correlations chart to the folder. Return the Instructional Coding System booklet to the folder - put these items down in the Kit.

Other Correlation Charts:

Please note: In this section similar correlation charts are available in reading, language arts, and social studies. These have been revised and refined where appropriate and include the page numbers in each adopted text for the specific subject that teaches a particular subject. Pull the Language Arts folder and remove the booklet. Instructional codes have not been developed for the other subjects. Open the Language Arts booklet and you will find directions on how to use it and a chart similar to math. Return to the kit.

Step 3: POS Scoring Templates - Pull the folder and scan the contents. Math POS scoring templates and answering keys are provided to allow teachers to handscore POS tests. POS tests, when used flexibly, are valuable diagnostic/prescriptive tools. You can administer parts of tests, to diagnose and/or retest for skill mastery.

2. Planning for Teaching

Emphasis: Planning is Essential to Effective Teacher Management

This section is designed to assist teachers plan for the daily management tasks and functions they perform daily in the classroom.

Step 1: Pull up the folder labeled Managing The Planning Process and remove the contents. Open the booklet to the Introduction -

- This booklet is a reference document. It includes information about the functions and tasks necessary for classroom management on pages 1-3; a summary of the research findings related to planning is found on pages 5-10; and a Management tool on page 11 discusses a way to chart the critical events and tasks of the first nine weeks of school.

- Find the fold-out sheet at the back of the book and open it. This management tool is a Critical Path Network. This chart is a way to "lay-out" in sequence the events and/or tasks to be performed separately and/or simultaneously during the first nine weeks of school.

- Note the symbol on the red line at the top of the chart, beside long range planning. Keep the critical path open and pull the long range planning folder up and remove the contents. Open the Blank Sheet. This sheet matches the symbol on the Critical Path.

Step 2: The long range planning model may be used by teachers to record their plans and to integrate the disciplines.

- Open the long range planning model booklet to page 2. Instructions for using the model are spelled out here.
- On page 3, please note how a FCPS teacher used the model to plan and integrate science with other subjects.
- On page 5, a FCPS teacher's plans for the first nine weeks is shown.
- The inner circle, on this page, lists the POS social studies skills to be taught during the first nine weeks. The outer circle lists the POS Language Arts skills to be taught and arrows between the two circles shows how the two subjects will be integrated.
- Page 6 shows the plans of the same teacher completed for the full year. Each nine week quadrant includes additional POS skills in each strand.
- Return the long range planning model and booklet to the folder and lower into the kit. Keep the critical path in front on you.

Step 3: Pull up the folder labeled First Day, First Week and remove the contents. Open the blank long sheet. On the critical path find the green arrow and the symbol which represents this planning model used to plan for the first day/week.

- On the blank planning sheet notice the six areas listed which require teacher planning. Climate, one of the six areas included, is addressed in more detail later in this section.
- Locate the booklet First Day/First Week Planning Model.
- On page 3 instructions for using the model are described.
- Turn to page 5. A Fairfax County Primary teacher used the model to record plans for the six critical categories.
- On page 6 an FCPS upper grade teacher using the model added an inner circle to plan for the necessary school wide requirements for each appropriate category.
- There is research evidence which supports that specific types of planning prior to the first day of school does make a difference in student achievement. (See "Managing The Planning Process." Project MET Management Support Kit. Fairfax, Virginia: Fairfax County Public Schools, 1982.) Return the first day/first week items to the kit. Keep the critical path open.

Step 4: Teachers make a number of critical planning decisions prior to writing down their instructional plans. This section is provided to assist teachers focus on the primary decision points essential to effective instructional planning. Decision points are interrelated and each must receive equal consideration in the planning process.

- Pull the Biscay Green folder labeled Daily/Weekly Planning and remove the contents. First open the blank planning sheet Starting Points For Daily/Weekly Planning.

- Locate the symbol for this planning model on the critical path chart located above the purple arrows for Daily/Weekly Planning for Week 1.

- Open the booklet, Starting Points For Daily/Weekly Planning to page 4. Instructions on how to use this planning sheet are found there.

- Look at the example on page 5. DECISION 1 begins with the child's needs; DECISION 2 requires selecting the appropriate objectives to meet the child's needs; and DECISION 3 is selecting learning activities and arranging the environment commensurate with the level and learning style of the student to achieve the objectives. DECISION 4 is selecting content that is suitable for the student, appropriate to meet the POS objectives and FCPS/State Learning Standards, and appropriate for the activities and learning environment.

- It is most important to ensure that each area is equally considered, not where the teacher starts.

- Return these documents to the kit. Keep the Critical Path open.

Step 5: Pull the folder, Planning For Classroom Climate, and take out the contents. Locate the red line and the words "Plan Climate" at the left end of the Critical Path time line. During the inservice teacher work days, the effective classroom manager plans the climate, rather than hoping a good climate will evolve on its own.

- The single sheet, Classroom Climate, defines climate, provides research information, describes the classroom planning guide, and on the back, provides references for your use.

- The Classroom Planning Guide form consists of selected climate factors and suggested strategies to guide your planning of classroom climate. This form or the First Day/First Week Planning sheet may be used to actually record climate plans.

  Research states climate has a significant impact on student achievement, attitudes toward learning, problem solving ability and classroom morale. (MET, 1982)

- Return the documents to the kit. Return to the kit, Managing the Planning Process booklet.

Step 6: Teacher Plan Book. Pull the folder containing the MET Teacher Plan Book and remove the contents.

- This document is complete with black line masters for reproducing. It was developed by Fairfax County Public School teachers and is the third edition of the Teacher Plan Book.

- Through the careful efforts of the previous MET Staff and pilot school teachers, two years ago a pilot plan book was developed. It was later revised according to teacher recommendations and disseminated in 1980-81. (Show a field test copy used during school year, 1980-81, if available.)

- Based on the recommendations of principals and teachers in approximately 1/3 of the schools using the 80-81 Field Test edition, the Plan Book was revised to this format.

- There is a single plan book instead of 4. The planning sheets used and revised by special resource, and PE teachers are included in this single Teacher Plan Book. Teachers suggested this format; one, to save money, and two, to allow for different teacher planning styles and preferences. PE, music, and other special resource teachers may wish to reproduce sheets from this book for their planning.

- Open the plan book to the Table of Contents. A complete list of these resource materials is contained here.

- Turn to section 15 and look at forms A through E. These pages include 5 alternative sheets for Weekly Lesson Plans. Margins printed were planned to allow for punching holes. Some teachers preferred to keep their plan books in different types of binders.

- At the back of the plan book, Developmental Characteristics of Children, the Kindergarten Language Arts POS, and POS for Reading K-6 are included.

- Please return the plan book to the kit and take a 10 minute break.

3. Record Keeping for POS Testing

Emphasis: Flexible use of POS Tests supports the diagnostic/prescriptive teaching process.

Step 1: In the Malaga Purple section, pull the folder labeled Record Keeping for POS Math Tests. Remove the contents.

- The single sheet, Recording POS Test Results, explains how to use the class records, POS Templates, and answer sheets in the red section of the Management Support Kit. On the back, suggested coding methods are suggested for recording POS test scores on the class record sheets.

- Open the POS Math Test Level 3 Class Records. Space is available to record each student's test score or scoring code and the date the student is tested.

- At the top of the chart look at Test 15, Word Problems. 3 slash 4 means, out of 4 items in this particular test, a student that gets 3 to 4 correct is considered to have mastered the skill(s) assessed.

- Turn to the back cover. Look at Test Number 15. This first column tells the number of items for each test (4 for Word Problems) and the second, third, and fourth columns denote mastery levels achieved according to the number of correct responses given on the POS Test.

- The classroom record sheet can assist teachers to identify instructional groups for teaching/re-teaching on the basis of student skill needs.

- The Instructional Coding System; Diagnostic Resources for Math POS, a single sheet, is used in conjunction with the Instructional Coding System. Go to the red section and pull the Instructional Coding Book.

  Find the assigned code listed on the form (MK MY 01.A) in the Instructional Coding System booklet. What is the page number in the booklet for this math code? (p. 2) Look at the ICS sheet and see that Assessment Card #8 in the Kindergarten Assessment Packet assesses this particular POS code.

- The teacher may use this form to list other diagnostic instruments and teacher made tests to identify available resources that measure student mastery levels of particular math skills.

- Keep the Instructional Coding System booklet in front of you.

- Return the Instructional Coding System for Diagnostic Resources sheet, the Recording Keeping POS Test Results and the Class Record forms to the Malaga Purple folder - Record Keeping For POS Math Tests.

Step 2: Pull the folder A Match of Math Test Items and Skills and Remove the Contents.

This document is included in the MET Management Support Kit to assist teachers, who use the Math POS Tests and test items for diagnostic purposes, to identify the appropriate test item that will assess the desired POS skill.

- First open the red Instructional Coding System booklet to page 17.

- Locate POS Math Skill Code M3 OP 01.B (Whole Numbers).

- Now open the Match of Test Items and POS Skills booklet to page 1. Locate the skill to be tested (use the Instructional Code, M3 OP 01.B). Which POS Test assesses this skill? (Test 2, Level 3, form A & B.) Which test items? (7-12)

- Turn to the introduction page in the Match of Test Items and POS Skills booklet (little i). The use of this document is described here.

  As you know, all references to the Math POS used in the MET Kit are for the revised field test version which will be presented in a separate inservice by the DIS Math Curriculum Specialists and resource teachers, fall 1982.

- In this document, POS Mathematics Tests: A Match of Test Items and Skills the skills and POS tests are matched "as closely as possible" with the revised Math POS.

- POS Tests have not changed. In some instances a level 5 form of the test may contain a revised POS skill that is no longer a 5th level skill but is now a level 4 or 6 skill. For example: turn to page 7.

- Look at the top of the page. This page identifies the skills assessed on the A and B forms of the Level 5 tests. In the assigned code column a grade 4, M4 OP 01.A, skill is assessed in Test 1 of the Form A form B level 5 tests. This booklet will facilitate using the POS tests as they are currently constructed.

- Return the contents and the folder to the kit.

4. Teacher/Principal Resources

Emphasis:	The Resource Section includes recommendations provided by teachers and principals to assist with teaching, substitute teachers, and Home/School Communications.

Step 1: Pull out the Substitute Teacher Folder and remove the contents.

- A list of suggestions for the teacher to complete this folder is included, it is titled - Suggested Contents Substitute Folder. Please scan this sheet. Look at the other single sheets and find these items are provided:

  - A Substitute Information Sheet - this is a suggested letter from the Principal to the substitute.

  - A homeroom class list.

- Reading and math instructional groups sheets. Please note these are black line masters and may be duplicated.

- A sheet for the substitute to leave a report for the teacher (this also is a black line master).

- A suggested emergency list of activities the substitute might use has been added.

- A form for the substitute was in the No. 2 field test edition of the MET Plan Book. This separate expanded folder was developed at the suggestion of teachers. This folder is in no way complete. Information pertinent to the school, the specific classroom, organization of the school, and preferences of the teacher may be added by the classroom manager using the MET Kit.

- Return these items to the kit.

Step 2: Pull the Navarre Blue folder labeled sample letter to parents and remove the contents.

- The top sheet offers suggestions for using the parent letter.

- The second sheet is a sample letter. Schools may wish to add or delete parts to ensure the letter is relevant to the school using it. This letter was developed in conjunction with the Office of Research and Evaluation.

- Return contents to the kit.

Step 3: Pull the Suggestions For Parents Folder and remove the contents.

- The Home/School Communications: Suggestions for Parents booklet can be reproduced. Teachers and/or principals can use selected parts or the entire booklet as desired. The cover is a black line master and a space for the school's name is available. The cover, also may be used for other documents going home.

- Turn to the table of contents and scan the titles of the five sections included.

- Turn to page 14 - This section has Home/Study Activities parents can use at home with their children. Activities are provided for primary and upper elementary students.

- Teachers and principals may wish to add to this document other materials helpful to parents.

- Return contents to the kit.

Step 4: Pull the folder, Sample Lesson Plans and remove the contents.

Emphasis:	Sample lessons demonstrate integrated planning using the POS skills.

- Two lessons and sample unit plans are provided.
- The two sample lessons, one for primary and one for upper elementary integrate pluralistic education using interdisciplinary skills from the Program of Studies in music, health, art, science, language arts, and social studies. These lessons were developed in cooperation with the office of Human Relations.
- On the back page a sample of a FCPS teacher's initial planning for a 3 week teaching unit is provided.
- Blank lesson and unit plan sheets are included. They are reproducible black line masters.
- Return contents to kit.

Step 5: Pull the Bibliography Folder and remove the contents.

- Turn to the table of contents of the bibliography booklet.
- This is a list of the categories of references included in the document.
- A list of the elementary curriculum materials published by the Department of Instructional Services is included.
- A bibliography list of films on Students Rights and Responsibilities is provided.
- Return contents to the kit.

In each color section the blank folders may be used by teachers to add their own resources and ideas to the Management Support Kit.

5. Management Note Cards

Emphasis:	The right hand side of the kit provides practical suggestions for managing, planning, record keeping and teaching.

At the end of each color section, blank management note cards are available for teachers to add other information they'd like to maintain in the Management Support Kit.

The Mangement Note Cards were developed to provide, at your fingertips, helpful suggestions, checklists, record keeping cards, and ideas for activities to assist in managing the instructional program.

Step 1: Activity:

- Pull the Management Ideas section of cards (Red). The topics range from "Classroom Planning and Management" to "Evaluating Student's Performance in a Group."
- Look through the contents, which is the first card. Browse through the cards and select a card that will assist you in classroom management.
- How will the information on that card aid you in managing the instructional program? (Have a few participants share.)
- Return the red cards to the kit.

Step 2: Activity:

- Pull the section of cards entitled Planning Ideas. (Biscay Green).
- Explore the table of contents card which starts with Planning Before School Begins.
- Look for a topic which you feel could assist you in planning for instruction.
- Find that planning card. Use the number assigned to the card to locate your topic quickly.
- Share what you selected. (Permit a few to share. Ask for the card number.)

Step 3: Activity:

- Pull the third section of cards, Malaga Purple. They are titled Record Keeping Ideas.
- Look through the cards and select one or more cards that you would use.
- Share with the person next to you how and when that Record Keeping card could be used.
- Return the purple cards to the kit.

Step 4: Activity:

- Pull the blue cards. This is the Activity Ideas section.
- Look at card 1, suggestions for Bulletin Boards; cards 2 and 3, Holidays; and card 4, Early Morning Activities.

- Pull card 5 (63 Activities: Introduction).

  This card is an introduction to the teaching activities section. It includes suggested times for using the activities and how to use the activity cards. These are supplementary ideas and strategies teachers may use as appropriate for the POS objective being taught. Please read this card before using the activities.

This completes the Inservice Program.

Allow time for feed-back, comments, and for participants to peruse the Kit.

6. Items Not Included In The Kit

The following products were developed by Project MET but are not included in the Management Support Kit:

- A Principal's Checklist
- A Trainer's Guide for the MET Kit
- Management Support Kit Brochure